

# New York State School Report Card Comprehensive Information Report

BEDS Code: 24-01-01-04-0002

Grade Range : 9-12

Name: Avon High School

Principal: Vendla Clark

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	118	0	0
Eighth	102	0	0
Ninth	127	110	119
Tenth	80	105	97
Eleventh	91	88	110
Twelfth	65	91	87
Ungraded Secondary	0	0	0
Total K-12 Enrollment	583	394	413

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	1.0%	5	1.3%	6	1.5%
Black (Not Hispanic)	8	1.4%	5	1.3%	3	0.7%
Hispanic	2	0.3%	2	0.5%	1	0.2%
White (Not Hispanic)	567	97.3%	382	97.0%	403	97.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	0	0
Mathematics Grade 8	19	0	0
Science Grade 8	24	0	0
Social Studies Grade 8	20	0	0
English Grade 10	21	20	22
Mathematics Grade 10	17	18	18
Science Grade 10	20	0	20
Social Studies Grade 10	20	20	21

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	1	0.3%	0	0.0%
Eligible for Free Lunch	23	4.0%	17	4.3%	34	8.2%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		93.0%		95.3%
Student Suspensions	35	6.0%	25	4.3%	28	7.1%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	4.1%	5.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	22
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	52	29	56%	76	55	72%	69	48	70%
Students with Disabilities	9	6	67%	6	1	17%	11	6	55%
All Students	61	35	57%	82	56	68%	80	54	68%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	35	31	1	2	1	10
Percent	44%	39%	1%	3%	1%	12%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
11	6	3	14

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			2		4	
	Entered GED Program*			1		0	
	Total Noncompleters			3		4	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	6	1.7%	4	1.0%	5	1.2%
	Entered GED Program*	5	1.4%	1	0.3%	0	0.0%
	Total Noncompleters	11	3.0%	5	1.3%	5	1.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	7	86%	9	89%
Science	1	#	1	#	4	#
Reading	2	#	1	#	5	100%
Writing	0	0%	2	#	6	83%
Global Studies	0	0%	4	#	1	#
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	18	100%	3	#
Science	4	#	3	#	2	#
Reading	7	100%	11	100%	16	88%
Writing	0	0%	11	100%	18	78%
Global Studies	2	#	12	83%	5	80%
U.S. Hist & Gov't	3	#	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	91	81	112	11	12	22
Number Scoring 55–100	91	78	105	11	10	18
Number Scoring 65–100	88	72	102	9	7	17
Number Scoring 85–100	47	40	51	1	1	1
Percentage of Tested Scoring 55–100	100%	96%	94%	100%	83%	82%
Percentage of Tested Scoring 65–100	97%	89%	91%	82%	58%	77%
Percentage of Tested Scoring 85–100	52%	49%	46%	9%	8%	5%
<b>Mathematics A</b>						
Number Tested	25	58	129	7	21	22
Number Scoring 55–100	18	22	100	5	8	9
Number Scoring 65–100	9	7	91	3	2	6
Number Scoring 85–100	0	0	16	0	0	0
Percentage of Tested Scoring 55–100	72%	38%	78%	71%	38%	41%
Percentage of Tested Scoring 65–100	36%	12%	71%	43%	10%	27%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	86	110	107	15	19	16
Number Scoring 55–100	85	97	98	15	12	11
Number Scoring 65–100	79	86	95	14	7	10
Number Scoring 85–100	29	25	28	3	1	0
Percentage of Tested Scoring 55–100	99%	88%	92%	100%	63%	69%
Percentage of Tested Scoring 65–100	92%	78%	89%	93%	37%	62%
Percentage of Tested Scoring 85–100	34%	23%	26%	20%	5%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	94	83	117	14	14	21
Number Scoring 55–100	90	78	113	12	12	19
Number Scoring 65–100	77	66	108	9	7	15
Number Scoring 85–100	37	23	47	3	1	1
Percentage of Tested Scoring 55–100	96%	94%	97%	86%	86%	90%
Percentage of Tested Scoring 65–100	82%	80%	92%	64%	50%	71%
Percentage of Tested Scoring 85–100	39%	28%	40%	21%	7%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	85	104	112	15	17	10
Number Scoring 55–100	85	103	111	15	16	9
Number Scoring 65–100	77	99	107	9	14	7
Number Scoring 85–100	17	45	53	0	2	0
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	94%	90%
Percentage of Tested Scoring 65–100	91%	95%	96%	60%	82%	70%
Percentage of Tested Scoring 85–100	20%	43%	47%	0%	12%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	98	95	91	18	8	8
Number Scoring 55–100	94	94	85	16	7	4
Number Scoring 65–100	83	89	76	10	4	3
Number Scoring 85–100	39	38	22	0	0	0
Percentage of Tested Scoring 55–100	96%	99%	93%	89%	88%	50%
Percentage of Tested Scoring 65–100	85%	94%	84%	56%	50%	38%
Percentage of Tested Scoring 85–100	40%	40%	24%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		44	54		4	1
Number Scoring 55–100		38	52		#	#
Number Scoring 65–100		30	46		#	#
Number Scoring 85–100		4	12		#	#
Percentage of Tested Scoring 55–100		86%	96%		#	#
Percentage of Tested Scoring 65–100		68%	85%		#	#
Percentage of Tested Scoring 85–100		9%	22%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	20	13	12	1	1	0
Number Scoring 55–100	20	13	12	#	#	0
Number Scoring 65–100	18	13	12	#	#	0
Number Scoring 85–100	7	5	12	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	35%	38%	100%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	39	36	51	0	2	0
Number Scoring 55–100	39	36	51	0	#	0
Number Scoring 65–100	39	36	51	0	#	0
Number Scoring 85–100	30	21	42	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	77%	58%	82%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	89	101	24	8	11	5
Number Scoring 55–100	64	77	18	4	5	2
Number Scoring 65–100	52	55	14	3	1	2
Number Scoring 85–100	13	16	3	0	0	0
Percentage of Tested Scoring 55–100	72%	76%	75%	50%	45%	40%
Percentage of Tested Scoring 65–100	58%	54%	58%	38%	9%	40%
Percentage of Tested Scoring 85–100	15%	16%	12%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	58	62	68	1	4	3
Number Scoring 55–100	54	62	59	#	#	#
Number Scoring 65–100	51	60	54	#	#	#
Number Scoring 85–100	23	31	20	#	#	#
Percentage of Tested Scoring 55–100	93%	100%	87%	#	#	#
Percentage of Tested Scoring 65–100	88%	97%	79%	#	#	#
Percentage of Tested Scoring 85–100	40%	50%	29%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	97%	34	94%	31	87%
Students with Disabilities	15	100%	12	100%	14	79%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	66	66	66	15	15	15	81	81	81
Number Scoring 55–64	1	1	0	0	4	3	1	5	3
Number Scoring 65–84	39	43	41	11	7	10	50	50	51
Number Scoring 85–100	24	19	24	2	1	0	26	20	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)